

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET**  
**Education Professional Standards Board**  
**(Amendment)**

**16 KAR 2:040. Interdisciplinary early childhood education, birth to primary.**

RELATES TO: KRS 157.3175, 161.020, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board (EPSB). KRS 161.028(1)(a) requires the EPSB[~~Education Professional Standards Board~~] to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires an educator preparation provider[~~institution~~] be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the EPSB. [~~Education Professional Standards Board~~. KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any certificate.] This administrative regulation establishes the professional certificate for interdisciplinary early childhood education, birth to primary[; ~~the interdisciplinary early childhood education teacher performance standards;~~] and the standards for approval of a program leading to this certificate.

Section 1. Definition. [~~Definitions.~~ (1) "Culturally diverse" means the wide range of differences among individuals that result from cultural and ethnic backgrounds, socioeconomic status, gender, personality traits, physical abilities and disabilities, and the interaction of factors of variability.

(2) "~~Family-centered services~~" means services in which family needs and desires determine all aspects of service delivery and resource provisions that promote family decision-making capabilities and competencies.

(3) "~~Interdisciplinary~~" means a preparation program combining early childhood and early childhood special education. [

(4) "~~Teacher performance standard~~" means a set of teaching and managing tasks that an early childhood educator shall be able to demonstrate in early childhood programs.]

Section 2. [(4)] A candidate shall be eligible for the [The] professional certificate for interdisciplinary early childhood education, birth to primary, upon application to the EPSB, compliance with 16 KAR 2:010, Section 3(1), and successful completion of the following requirements[~~shall be issued to an applicant who has completed~~]:

(1)[(a)] A bachelor's degree and the approved program of preparation for this certificate as described in Section 5[~~Sections 6, 7, and 8~~] of this administrative regulation at an educator preparation provider[~~institution~~] approved by the EPSB[~~Education Professional Standards Board~~] with:

(a)[1.] A cumulative minimum grade point average of 2.75[~~2.50~~] on a 4.00 scale; or

(b)[2.] A minimum grade point average of 3.00 on a 4.00 scale on the last thirty (30)[~~sixty (60)~~] hours of credit completed, including undergraduate and graduate coursework;

(2)[(b)] The approved written assessments established in 16 KAR 6:010; and

(3)[(c)] The Kentucky Teacher Internship Program established in 16 KAR 7:010.[

~~(2) To apply for the professional certificate for interdisciplinary early childhood education, birth to primary, an applicant shall submit a completed Form TC-1, incorporated by reference in 16 KAR 2:010, to the Education Professional Standards Board.]~~

Section 3. The professional certificate for interdisciplinary early childhood education, birth to primary, shall be renewed in accordance with 16 KAR 4:060.~~[issued and renewed in accordance with the provisions of KRS 161.030, 16 KAR 2:010, and 16 KAR Chapter 4.]~~

Section 4. (1) The professional certificate for interdisciplinary early childhood education, birth to primary, shall be valid for teaching children from birth to entry into the primary program, including teaching children in kindergarten or another program for five (5) year old children if the program is operated separately from the primary program.

(2) A person holding this certificate shall serve as a primary developer and implementer of an individual program for children with or without disabilities including an individual education plan (IEP) and individual family service plan (IFSP) with consultation and support from a specialist according to the needs of the child.[]

~~Section 5. An educator preparation institution offering an approved program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall establish an assessment system to judge the performance of a candidate on the interdisciplinary early childhood education teacher performance standards identified for this certificate.]~~

Section 5.[Section 6.] The interdisciplinary early childhood education, birth to primary, program shall be subject to the program approval requirements established in 16 KAR 5:010 and shall incorporate the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators and the Council for Exceptional Children (CEC) Early Interventionist/ Early Childhood Special Educator Preparation Standards. [Standards for Program of Preparation. In order to receive approval of the Education Professional Standards Board], a program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall meet the standards established in this section.

~~(1) The program shall be designed to prepare candidates to teach and manage tasks as identified in the teacher performance standards established in Section 8 of this administrative regulation and as required in the "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood, Birth to Primary - Standards with Criteria and Preamble."~~

~~(2) The program shall include a system of continuous assessment to evaluate a candidate's progress and level of attainment on the interdisciplinary early childhood education teacher performance standards. The assessments shall include performance on authentic teaching and managing tasks in settings that are inclusive of children across abilities and contexts.~~

~~(3) The program shall ensure that candidates from culturally diverse backgrounds are recruited and retained in the program.~~

~~(4) The program shall provide the candidate with knowledge and experiences to perform teaching and managing tasks identified in the teacher performance standards with children from culturally diverse backgrounds.~~

~~(5) The program shall include a student teaching experience in accordance with 16 KAR 5:040, which shall be supervised by a teacher who has a:~~

~~(a) Letter of approval issued by the Education Professional Standards Board certifying eligibility to continue teaching in an interdisciplinary early childhood position; or~~

~~(b) Rank II certification with emphasis in early childhood and at least three (3) years of teaching experience.~~

~~(6) The program shall be based on:~~

~~(a) The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation; and~~

~~(b) The Council for Exceptional Children (CEC) content standards for:~~

~~1. Beginning special education teachers of early childhood students set out in CEC Content Standards for All Beginning Special Education Teachers; and~~

~~2. Beginning special education teacher common core set out in CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students.~~

~~(7) The program shall adhere to the program guidelines established in 16 KAR 5:010.~~

~~Section 7. Application for Program Approval. An educator preparation institution that proposes to offer a program of preparation leading to the professional certificate for interdisciplinary early childhood education, birth to primary, shall make application for approval to the Education Professional Standards Board. The application for approval shall include a program description including the following:~~

~~(1) Program outcomes that include teacher performance standards for interdisciplinary early childhood education;~~

~~(2) Program components that provide a list of coursework, clinical and field experiences, and student teaching related to general education, interdisciplinary specialty studies, and professional studies;~~

~~(3) A list of faculty responsible for and involved with the conduct of the specific program and their qualifications;~~

~~(4) A description of candidate admission and retention policies and procedures that are specific to this program;~~

~~(5) A description of the system of continuous assessment of interdisciplinary early childhood education teacher performance standards; and~~

~~(6) Adherence with the program approval guidelines established in 16 KAR 5:010.~~

~~Section 8. Interdisciplinary Early Childhood Education Teacher Performance Standards. (1) Teacher Performance Standard I. The interdisciplinary early childhood education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.~~

~~(2) Teacher Performance Standard II. The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.~~

~~(3) Teacher Performance Standard III. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.~~

~~(4) Teacher Performance Standard IV. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.~~

~~(5) Teacher Performance Standard V. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.~~

~~(6) Teacher Performance Standard VI. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.~~

~~(7) Teacher Performance Standard VII. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve the educator's performance.~~

~~(8) Teacher Performance Standard VIII. The IECE educator supports families through family-centered services that promote independence and self-determination.~~

~~(9) Teacher Performance Standard IX. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.]~~

Section 6.~~[Section 9.]~~ Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "The Council for Exceptional Children (CEC) Early Interventionist/ Early Childhood Special Educator Preparation Standards", 2020; and

(b) "The National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators", 2020.~~["The Council for Exceptional Children (CEC) Content Standards for All Beginning Special Education Teachers", 2001;~~

~~(b) "CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students", 2001;~~

~~(c) "The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation", 2001; and~~

~~(d) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education, Birth to Primary - Standards with Criteria and Preamble", September 2002, Education Professional Standards Board.]~~

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 300 Sower Blvd., ~~[400 Airport Road, 3rd Floor,]~~ Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

(3) This material is also available on the EPSB's Web site at <http://www.epsb.ky.gov/course/view.php?=2>.

LISA RUDZINSKI, Board Chair

APPROVED BY AGENCY: August 17, 2021

FILED WITH LRC: August 24, 2021 at 3:10 p.m.

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this proposed administrative regulation shall be held on November 29, 2021, at 10:00 a.m. in the State Board Room, Fifth Floor, 300 Sower Boulevard, Frankfort, Kentucky. Individuals interested in being heard at this meeting shall notify this agency in writing five working days prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted through November 30, 2021. Send writ-

ten notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to:

CONTACT PERSON: Todd Allen, General Counsel, Kentucky Department of Education, 300 Sower Boulevard, 5th Floor, Frankfort, Kentucky 40601, phone 502-564-4474, fax 502-564-9321; email regcomments@education.ky.gov.

## REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Todd Allen

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the professional certificate for interdisciplinary early childhood education, birth to primary and the standards for approval of a program leading to this certificate.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to set the standards and procedures for issuance of the interdisciplinary early childhood education, birth to primary certification.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.020 requires a certificate of legal qualifications for any public-school position for which a certificate is issued. KRS 161.028 requires the EPSB to establish standards and requirements for obtaining and maintaining a teaching certificate and to set the standards for and approve university programs for the preparation of teachers and other professional school personnel. This administrative regulation sets the standards and procedures for issuance of the interdisciplinary early childhood education, birth to primary certification.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation delineates the requirements for issuance of the interdisciplinary early childhood education, birth to primary certification.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment updates the grade point average required for issuance of the certificate to align with other certificates and updates the standards of preparation to the most recent versions. The amendment also removes portions of the regulation that are now contained in other regulations.

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to update the required grade point average, update the standards of preparation, and remove portions that are now contained in other regulations.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the EPSB to establish standards and requirements for obtaining and maintaining a teaching certificate.

(d) How the amendment will assist in the effective administration of the statutes: The amendment updates the grade point average required for issuance to align with other certificates and updates the standards to the current versions.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 172 Kentucky school districts, 30 educator preparation program providers, and educators seeking this certificate.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: No additional action will be required from districts. Educator preparation providers will have to ensure that their programs align to

the current standards of preparation. Applicants for the certificate will have to ensure that they have the requisite grade point average.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There may be some costs to the educator preparation providers in reviewing programs and ensuring that they align to the updated standards. There is no cost associated with this amendment for districts and applicants.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Educators will be prepared with the current standards for teaching interdisciplinary early childhood education, birth to primary. Districts will have access to a pool of certified candidates that have been prepared under the current standards and meet the GPA requirements.

(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: None

(b) On a continuing basis: None

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: State General Fund.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this amendment.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: Certification fees are established by 16 KAR 4:040. No additional fees are established by this regulation.

(9) TIERING: Is tiering applied? Tiering is not applicable to the requirements of this regulation.

## FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

(1) What units, parts, or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Education Professional Standards Board, public colleges and universities with educator preparation programs and public-school districts.

(2) Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.020, 161.028, 161.030.

(3) Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There will be no additional revenues created by this amendment.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There will be no additional revenues created by this amendment.

(c) How much will it cost to administer this program for the first year? There are no costs associated with this amendment.

(d) How much will it cost to administer this program for subsequent years? There are no costs associated with the amendment.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a cost incurring program but, rather, establishes the standards for the interdisciplinary early childhood education, birth to primary certificate.